

Arthur Carhart National Wilderness Training Center's  
***Wilderness Investigations***  
High School

**Wilderness 101/Lesson 6**  
*Wilderness Values*

**Goal:** Students will explore the many values that wilderness has to different combinations of people around the U.S.

**Investigation Objectives**

**Audience:** 9-12 grades.

- Students will recognize wilderness values. (Behavior)
- Students will discuss the meaning of values and be able to think beyond their own. (Condition)
- Students will create creative ways to use graffiti to communicate wilderness values in their school and community. (Degree)

**Common Core Standard Connections**

NOTE: See Common Core Standards sections to see listed objectives for this and other lessons/activities.

**Time Requirement:** Two 50 minutes periods

**Location:** Lesson/Activity – Classroom; Extension—In the community

**Materials/Resources Needed and Pre-Investigation Tasks**

- Wilderness map (teacher background)
- Images from federally designated Wilderness areas and wild spaces.
- Assessment sheet and NWPS map (hard copy or online) for each student

**Teacher Background**

What is the value of wilderness to various segments of our country's population? Research suggests that it is diverse and much less "me-centered" than one might imagine. While wilderness recreation is highly valued it is not at the top of the list. Students will explore these values and then use their creativity to communicate these values in their community.

## **Step-by-Step Presentation Instructions**

### **Step 1: Introduction**

- Ask: What does the word VALUE mean? (The degree that something, like wilderness, is important or useful.)
- Today we will focus on some WILDERNESS VALUES.
  - As we explore this topic we will find that there are a lot of them and that they are varied and diverse.

### **Step 2: Explore Wilderness Values**

Discussion model:

YOU → COMMUNITY → NATION → FUTURE GENERATIONS

- Discuss and list the value of wilderness... (and be specific what those values might be: i.e. Provides clean water to our community.)
  - To you as an individual
  - To our community
  - To our nation
  - To future generations

### **Step 3: Creative Communication of Wilderness Values**

- Once students have a grasp on how wilderness might be valued by the various members/groups/nation, have student groups design *Wilderness Wall* graffiti models that will illustrate some of these values.
- Share progress so far
- Brainstorm places around the community where they might be able to get permission to create a wilderness values graffiti wall.

### **Step 4: Conclusion**

- Point out that Wilderness has almost unlimited value to individuals and the larger world (and future generations).
- Suggest that we may be able to raise public awareness of wilderness values if we use creative ways to share the message.

### **Extension Ideas**

- Produce the Wilderness Values Wall in a heavy traffic area in the community after getting any permissions/permits required.